Hopkins Elementary

6120 Cabin Creek Rd.
Hopkins, South Carolina

Grades	PK-5 Elementary School	
Enrollment	351 Students	
Principal	Angela G. Brown	803-783-5541
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Below Average**	**Below Average**
2007	Average	Good
2006	Average	Good
2005	Average	Good
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

http://ed.sc.gov
http://www.sceoc.org

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

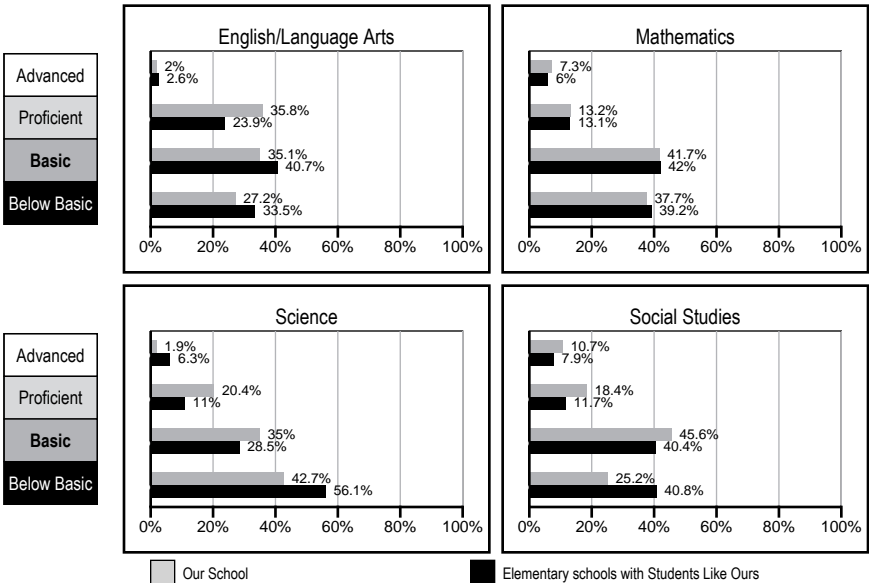| Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100% |

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	36	55

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)

English/Language Arts

	Our School	Elementary schools with Students Like Ours
Advanced	2%	2.6%
Proficient	35.8%	23.9%
Basic	35.1%	40.7%
Below Basic	27.2%	33.5%

Mathematics

	Our School	Elementary schools with Students Like Ours
Advanced	7.3%	6%
Proficient	13.2%	13.1%
Basic	41.7%	42%
Below Basic	37.7%	39.2%

Science

	Our School	Elementary schools with Students Like Ours
Advanced	1.9%	6.3%
Proficient	20.4%	11%
Basic	35%	28.5%
Below Basic	42.7%	56.1%

Social Studies

	Our School	Elementary schools with Students Like Ours
Advanced	10.7%	7.9%
Proficient	18.4%	11.7%
Basic	45.6%	40.4%
Below Basic	25.2%	40.8%

Legend: ▢ Our School   ■ Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=351)				
First graders who attended full-day kindergarten	80.0%	Down from 100.0%	100.0%	100.0%
Retention rate	4.8%	Down from 6.6%	3.1%	2.3%
Attendance rate	96.9%	Up from 96.3%	96.0%	96.3%
Eligible for gifted and talented	6.7%	Down from 9.8%	2.7%	10.4%
With disabilities other than speech	6.7%	Up from 5.3%	7.6%	7.5%
Older than usual for grade	1.5%	Down from 3.8%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	57.7%	Up from 50.0%	53.3%	56.7%
Continuing contract teachers	53.8%	Down from 65.4%	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.2%	Down from 88.9%	82.6%	86.4%
Teacher attendance rate	95.6%	Up from 94.6%	94.8%	94.9%
Average teacher salary	$43,674	Up 0.3%	$43,635	$45,345
Professional development days/teacher	10.5 days	Down from 12.0 days	13.5 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 17.8 to 1	16.4 to 1	18.5 to 1
Prime instructional time	90.1%	Up from 89.2%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	$7,497	Down 6.3%	$8,217	$7,052
Percent of expenditures for instruction*	79.1%	Down from 80.5%	68.4%	69.1%
Percent of expenditures for teacher salaries*	75.7%	Down from 77.6%	60.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

Hopkins Elementary School sits in the heart of the Lower Richland community in Richland County School District One. The stakeholders of the community, businesses and the school are all partners in educating the students of Hopkins Elementary School. As a result of this combined working relationship, we have earned our sixth consecutive Palmetto Silver Award and two consecutive Palmetto Gold and Silver Showcase School Awards. Hopkins Elementary School has also been featured on the S.C. State Department of Education's showcase webpage for the last two years. The report card improvement rating of Good and an Average absolute rating on the S. C. School Report Card further reflects our commitment to continuous increased academic achievement. We have met 13 out of 13 objectives as required by the U. S. Department of Education to meet AYP (Adequate Yearly Progress) for the last four consecutive years. The academic improvements and successes at Hopkins Elementary are directly related to the open, effective communication that permeates every aspect of school life.

Communication is a two-way street where all stakeholders are included in the decision-making process. There is an open forum where suggestions and high expectations are communicated across the board from the teachers, to the students, and to the parents. The students know what they are expected to learn and they are held accountable for their own learning. Clear expectations are communicated to both the parents and the students, who are given a copy of the standards and a syllabus, which outlines the standards and expectations for each quarter.

Hopkins Elementary is a data-driven school. Teachers analyze data from student performances on PACT, standardized tests, benchmark and Dominie assessments, Star Reader, Accelerated Reader, SuccessMaker, end-of-unit tests, and SCRAPI summary reports to determine students' achievement levels and to implement strategies to move them to the next level. Data results are communicated to the students and the parents along with suggestions for parents to use to help reinforce skill gaps at home. The collaborative communication ensures that the high expectations and academic rigor translates from the primary grades to the upper grades. Teams meet together weekly to analyze student work and to communicate instructional strategies to develop lesson plans. At Hopkins Elementary School where, "It's All About The Children," the students are taught by a staff of highly qualified educators whose instructional delivery techniques consist of varied instructional strategies. The rigor of the curriculum challenges students to think outside of the box and be as creative and innovative as possible.

Hopkins Elementary School celebrates its successes for each grade level at the end of each quarter through its "Achieving Excellence Awards' Celebrations." The belief is instilled in students and parents that they "can do" and can be successful at whatever they put their minds to achieve. The school regularly communicates its appreciation to the parents and community partners who volunteer and support the mission statement. The dynamic leadership of the School Improvement Council and The Parent-Teacher Organization is a positive force in achieving success.

Angela G. Brown, Principal   and   Katrina Thompson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	44	41
Percent satisfied with learning environment	93.1%	90.9%	97.6%
Percent satisfied with social and physical environment	100.0%	95.2%	92.7%
Percent satisfied with school-home relations	89.3%	90.5%	95.1%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress — NO

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	**The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."**
HOLD	**The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."**

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	157	97.5	25.5	35.6	36.9	2	53	41.2	48.2	Yes	Yes
Gender											
Male	76	97.4	40.8	32.4	25.4	1.4	39.4	35	41.7	N/A	N/A
Female	81	97.5	11.5	38.5	47.4	2.6	65.4	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	154	97.4	25.9	34.7	37.4	2	53.7	33.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	30	96.7	67.9	28.6	3.6	0	3.6	14.1	16	I/S	I/S
Migrant Status											
Migrant	85	96.5	26.8	43.9	29.3	0	43.9	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	148	97.3	27	36.2	34.8	2.1	51.8	31.2	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	157	98.1	36.7	42	14	7.3	34	34.9	45.8	No	Yes
Gender											
Male	76	96.1	42.9	37.1	12.9	7.1	30	33.8	45.6	N/A	N/A
Female	81	100	31.3	46.3	15	7.5	37.5	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	154	98.1	36.5	41.9	14.2	7.4	34.5	25.8	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	30	100	82.8	10.3	6.9	0	10.3	12.2	17.1	I/S	I/S
Migrant Status											
Migrant	85	97.7	41	49.4	6	3.6	26.5	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	148	98	38	41.5	13.4	7	31.7	24.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	106	100	42.3	34.6	21.2	1.9	23.1	25.3	35.7	96.9	96.1
Gender											
Male	50	100	49	28.6	20.4	2	22.4	26	37.4	96.5	95.8
Female	56	100	36.4	40	21.8	1.8	23.6	24.6	33.8	97.2	96.3
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	91	96.3
African American	103	100	41.2	35.3	21.6	2	23.5	16.4	17	97.1	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	95.7	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	24	100	82.6	13	4.3	0	4.3	8.9	14	94.6	95.1
Migrant Status											
Migrant	59	100	44.1	39	15.3	1.7	16.9	16.7	21.9	97	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	N/A	96.7
Socio-Economic Status											
Subsized meals	101	100	43	35	20	2	22	15.1	21.1	96.9	95.8
Social Studies											
All Students	108	99.1	24.3	45.6	19.4	10.7	30.1	27.2	34	96.9	96.1
Gender											
Male	51	98	29.8	38.3	25.5	6.4	31.9	28.1	36.6	96.5	95.8
Female	57	100	19.6	51.8	14.3	14.3	28.6	26.2	31.3	97.2	96.3
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	91	96.3
African American	106	99.1	24.5	45.1	19.6	10.8	30.4	18.2	19.1	97.1	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	95.7	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	19	100	50	44.4	5.6	0	5.6	9.7	14.4	94.6	95.1
Migrant Status											
Migrant	58	98.3	17.5	61.4	15.8	5.3	21.1	20.7	22.6	97	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	N/A	96.7
Socio-Economic Status											
Subsized meals	99	99	25.3	47.4	16.8	10.5	27.4	16.8	21	96.9	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable　N/AV–Not Available　N/C–Not Collected　N/R–Not Reported　I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	63	98.4	16.4	38.2	40	5.5	45.5
	4	45	100	14.6	51.2	31.7	2.4	34.1
	5	52	98.1	22.2	48.9	28.9	0	28.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	96.2	26.5	26.5	42.9	4.1	46.9
	4	59	98.3	17.9	46.4	33.9	1.8	35.7
	5	45	97.8	34.1	31.8	34.1	0	34.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	63	98.4	36.4	49.1	9.1	5.5	14.5
	4	45	100	22	41.5	24.4	12.2	36.6
	5	52	100	20	57.8	8.9	13.3	22.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	98.1	46	38	14	2	16
	4	59	100	31.6	42.1	12.3	14	26.3
	5	45	95.6	32.6	46.5	16.3	4.7	20.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	31	100	42.3	53.8	3.8	0	3.8
	4	45	100	36.6	36.6	17.1	9.8	26.8
	5	25	88	33.3	38.9	16.7	11.1	27.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	25	100	44	28	28	0	28
	4	59	100	43.9	33.3	19.3	3.5	22.8
	5	22	100	36.4	45.5	18.2	0	18.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	33	93.9	14.8	59.3	22.2	3.7	25.9
	4	45	100	29.3	41.5	26.8	2.4	29.3
	5	27	100	24	52	8	16	24
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	20	44	24	12	36
	4	59	100	22.8	47.4	19.3	10.5	29.8
	5	22	95.5	33.3	42.9	14.3	9.5	23.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample